

Edlesborough School

High Street, Dunstable, LU6 2HS

Inspection dates 27–28 February 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- By the end of Year 6, all groups of pupils have made good progress and reached high standards in English and mathematics.
- Teaching is good. Teachers mark pupils' work regularly and give them good advice how to improve it. Pupils enjoy their lessons.
- Pupils become fluent readers because they are well taught and have regular opportunities to read to adults.
- Pupils' behaviour is excellent. They work hard in lessons and get on very well with each other and with adults in the school.
- The school promotes pupils' spiritual, moral, social and cultural development well so that pupils feel secure and valued. They enjoy coming to school and attendance figures are high.
- The school has created a rich and exciting learning environment that captures pupils' imagination and supports their learning well.
- Senior leaders, including governors, provide good leadership. Teaching and pupils' progress are rigorously checked, helping to ensure pupils' good achievement.

It is not yet an outstanding school because

- More able pupils do not have enough opportunities to tackle work that really stretches them.
- Pupils do not make as much progress in writing as they do in reading and mathematics.
- Pupils do not readily know how well they are doing because their targets for improvement are not made clear enough to them. As a result, they are not able to monitor their own progress well enough.

Information about this inspection

- Inspectors observed 16 lessons or parts of lessons, including three joint observations with senior leaders, and looked at pupils' written work in their books and on display.
- Meetings were held with a representative of the local authority, the Chair and Vice Chair of the governing body, the headteacher and other school leaders.
- Inspectors spoke to two groups of pupils and listened to other pupils reading.
- Inspectors took account of 52 responses to the online questionnaire (Parent View) and a hand-delivered letter from a parent, together with the views expressed by parents as they arrived at school.
- They took account of 18 questionnaires returned by staff.
- A number of the school's documents were examined. These included the school's most recent data about pupils' progress, the school's checks on how well it is doing and its development plan, evidence about monitoring and evaluating teaching, minutes of meetings of the governing body and records relating to behaviour, safeguarding and attendance.

Inspection team

Jim McVeigh, Lead inspector

Additional Inspector

Valerie Palmer

Additional Inspector

Full report

Information about this school

- Edlesborough School is slightly smaller than the average-sized primary school. Pupils are taught in mixed-age classes in Years 3 and 4 and in Years 5 and 6.
- Almost all pupils come from a White British background.
- The proportion of pupils supported by the pupil premium (extra government funding for pupils known to be eligible for free school meals, children in local authority care and children of service personnel) is very small and there are fewer pupils than average who speak English as an additional language.
- The proportions of pupils who are disabled or have special educational needs and receive extra support through school action or school action plus or with a statement of special educational needs are broadly average.
- The school meets the government's floor standards, which set the minimum expectations for pupils' attainment and progress by the end of Key Stage 2.

What does the school need to do to improve further?

- Increase the proportion of teaching that is outstanding by:
 - making sure that teachers plan activities that will stretch the more able pupils
 - sharing the outstanding teaching practice that is present in school more widely.
- Accelerate the progress pupils make by:
 - providing them with clear targets for improvement in English and mathematics that enable them to monitor their own performance better
 - ensuring that all pupils are given tasks that are tailored to their prior learning
 - providing more opportunities for pupils to write in a range of styles and for different purposes.

Inspection judgements

The achievement of pupils is good

- Children start school with knowledge and skills that are on average higher than those expected for their age. Children make good progress in the Early Years Foundation Stage because teaching is good and they receive a wide range of experiences that stimulate their imagination.
- Pupils continue to make consistently good progress in mathematics and English as they move up through the years, although they do less well in writing. Pupils leave school with high standards in mathematics and English. Although their attainment in writing has been improving and is above average, it is still not as good as in reading.
- Pupils become fluent readers because they are encouraged to read often, are regularly listened to by an adult and enjoy reading. They read confidently and with feeling and have good strategies for tackling unfamiliar words. Pupils learn phonics (sounds letters make) well because teachers model the sounds accurately and make the phonics sessions enjoyable and engaging. Year 1 pupils scored highly in the national phonics screening check.
- Pupils further hone their literacy and numeracy skills in a wide range of subjects. Most become independent learners, able to write about topics without relying too much on help from adults, such as when creating newspaper reports.
- The small numbers of pupils whose first language is not English or who are eligible for the pupil premium (extra government funding) generally do as well as their peers in school. In 2012, there was only one pupil eligible for free school meals and there were none in the previous year.
- The school monitors the progress made by pupils who are disabled or who have special education needs effectively. As a result, their progress is improving and they generally achieve better than their peers nationally.

The quality of teaching is good

- Most of the teaching is good and some is outstanding. As a result, the vast majority of pupils across the school consistently make good progress.
- Adults in the Early Years Foundation Stage ensure children get off to a good start in their schooling by providing a wide range of experiences in a vibrant learning environment that capture children's attention and stimulate their imagination. As a consequence, children enjoy coming to school and achieve well.
- Teachers work well together to plan their work so there is a consistent approach. For example, the learning objectives are always shared with pupils and discussion is used well to draw out pupils' views. In a few lessons, pupils undertake the same activity so that the work does not cater well enough for all abilities. In particular, there are not always enough activities that really stretch more-able pupils and give them the opportunity to explore and develop their own ideas.
- Pupils describe their lessons as 'fun, exciting and amazing'. They say their teachers are friendly and help them effectively when they are stuck.
- Teaching assistants are deployed effectively and ensure that pupils are fully engaged in lessons and make good progress. Short additional support activities outside lessons help pupils to increase their understanding and access the work in lessons more easily.
- Teachers mark pupils' work regularly, correct pupils' mistakes and provide them with clear guidance on how it could be improved. Pupils are given opportunities to respond to teachers' written comments and adjust their work appropriately. Teachers pay particular attention to spelling, and pupils write out the words they misspell a few times before moving on.
- Teachers and school leaders meet frequently to discuss pupils' progress and set targets for improvement. Although pupils are aware of how to improve a piece of work, they are less clear

about how well they are doing overall and their individual targets in English and mathematics.

- In a few lessons, teachers miss some opportunities to develop writing further through writing in a range of subjects for different purposes or audiences.
- In all classes, there are excellent relationships between teachers, pupils and support staff. Pupils are treated as individuals and encouraged to produce work of a high standard. When working in groups, pupils cooperate with one another very well, sharing resources fairly and listening to others considerately.

The behaviour and safety of pupils are outstanding

- Pupils feel safe, secure and well cared because the school is a welcoming, calm and harmonious place. Teachers know their pupils well and treat them fairly and as individuals so that pupils develop high self-esteem and confidence, for example when talking in front of groups.
- The school has a clear and consistently applied behaviour management system that pupils know really well. They behave well around the school, are courteous and respectful to one another and adults, including visitors, and playing sensibly at break times. Playground 'buddies' take seriously their role in helping any pupils who look to be alone or unhappy.
- School behaviour records show very few incidents of misbehaviour and there have been no exclusions in recent years.
- A real strength of the school is pupils' attitudes to their learning. In lessons, they are eager to learn, work hard and present their work well. They make an exceptional contribution to their own learning. Outside the classroom, pupils have a good range of responsibilities that they carry out with obvious pride, such as road safety officer, school council representative and contributing to the school newspaper.
- The school has maintained pupils' attendance at high levels over the last three years and punctuality to school is very good. Very few pupils are persistently absent compared to national figures. Pupils are very proud of their school and look forward to coming to their lessons. They speak enthusiastically about school features such as the Anderson shelter created for the World War Two topic, and the school pond.
- Pupils understand bullying and are aware of its different forms, including cyber-bullying. They think examples of bullying at school are very rare and any incidents that do occur are tackled quickly and effectively by their teachers.
- Pupils know how to keep themselves healthy and safe. They can explain how to be safe on the road and need for keeping personal information private when using the internet.
- The school promotes pupils' spiritual, moral, social and cultural development well through such things as 'value champions', assemblies, links with schools with a richer mix of ethnic groups, displays and lessons.

The leadership and management are good

- The leadership team has high expectations and a clear vision for the school that is shared by all staff and the governing body. They recognise that pupils at Edlesborough have above-average ability and have worked effectively to ensure that the quality of teaching has improved so that pupils' progress is now good, but they realise that teaching has to improve still further.
- School leaders have ensured that the environment for learning is exciting and stimulating. The construction skills of the caretaking staff have been well utilised to create realistic artefacts and displays that help pupils imagine being part of a story or historical event. The rich and exciting series of topics that pupils study capture their imagination and there are well-planned opportunities to develop skills across a wide range of subjects. Learning is further enhanced

through a variety of well-attended clubs, visits and visitors.

- Senior and middle leaders, together with teaching staff, make regular and rigorous checks on information showing how well pupils are achieving.
 - The headteacher effectively manages the performance of teachers based on the government's 'Teachers' Standards' and is also helping other leaders to take a more prominent role in this management area. Teachers are set clear targets, including one on pupils' progress, and given appropriate support to further improve the quality of their teaching. There is a clear link between teachers' movement up the pay scale and how well pupils progress.
 - In the well-managed Early Years Foundation Stage, good links are promoted with pre-schools and Year 1 so that the transition for children is smooth. Parents are encouraged to become closely involved with their children's learning.
 - The local authority provides an accurate external evaluation of the school's work and relevant training for teachers and governors.
 - Senior leaders know their school well. They have produced an accurate evaluation of their work and a well-organised development plan. However, greater urgency for improvement in pupils' progress could be injected with more challenging timescales for raising pupils' achievement.
 - **The governance of the school:**
 - The governing body has carried out an audit of its skills and has a good range of relevant expertise. Governors are informed thoroughly about how well the school is doing through regular focused visits, where relevant performance data and updates on school performance by the headteacher are collected. They understand the performance information well, such as how pupils' progress is improving, and ask challenging questions of the school about how decisions will affect pupils' achievement. Governors, assisted by a representative of the local authority, set robust targets for the performance of the headteacher. The governing body has helped to ensure that the school makes good decisions in allocating the school's finances, including the pupil premium, and rewarding teachers appropriately for their work. They have a good understanding of the strengths and areas for development in teaching. All statutory arrangements with regard to safeguarding are securely in place.
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What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	110225
Local authority	Buckinghamshire
Inspection number	405274

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	230
Appropriate authority	The governing body
Chair	Priscilla Dorrance
Headteacher	Jane Foster
Date of previous school inspection	18–19 May 2011
Telephone number	01525 220 431
Fax number	01525 221 819
Email address	manager@edlesborough.bucks.sch.uk

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